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ABSTRACT

Research, publications, and teaching about women in technology have been growing steadily. The level of interest and the number of courses seems to be high. This book attempts to analyze and synthesize curriculum experiences that apply new research on gender and technology to technology teaching. In fall 1985, a questionnaire and request for syllabi were mailed to a list of persons with relevant expertise; this work is based on syllabi received, questionnaire responses and a personal background of work in the field. Discussed are trends, issues, and ideas of teaching in this field. Chapters include: (1) "Technology Studies and Women's Studies in the Classroom: an Idea Whose Time Has Come"; (2) "Women and Technology"; (3) "Women in Science and Technology"; (4) "Gender and Technology: Integration or 'Add Women and Stir'?"; (5) "Feminine-Masculine: Developing Conceptual Frameworks"; (6) "Passing the Litmus Test: What is a Feminist Resource on Technology?"; and (7) "Looking Ahead: Teaching Technology from a Feminist Perspective." In addition, there are extensive lists of references and additional resources. An appendix includes detailed descriptions and syllabi of 22 courses from 18 different institutions in the United States, Canada, and Great Britain, and a list of "Interactive Qualifying Projects" at Worcester Polytechnic Institute (Massachusetts). (CW)

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